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ABSTRACT

Data were gathered from 221 middle and junior high school teachers in 4 states (Alabama, Georgia, Michigan, Pennsylvania) and in schools located in 4 socioeconomic categories (urban, urban/inner city, suburban, rural). The teachers were surveyed to determine their attitudes about changing demographics of their pupils, knowledge of cultural differences, and processes used to foster an understanding of cultural differences and nurture a school family. Conclusions drawn from the data include: (1) families rather than pupils, have a strong influence on the success of pupils in classes; (2) teachers disagree that pupils seem to have more problems in school if both parents are employed outside the home; (3) it is important to develop a family climate in the classroom and to maintain positive relationships with families of students; (4) information on cultural diversity found in textbooks needs to be expanded, but teachers may not always do this; and (5) teachers indicate that they understand the cultural uniqueness of ethnic groups in the United States. The survey questionnaire, "Survey of Emerging Family Patterns in Junior High/Middle Schools," is included. (IAH)

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Middle Grades Teaching: Classroom Influences of Emerging Family Patterns

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In recent years, appropriate middle grades education has become a priority, especially as the United States approaches the 21st Century (Carnegie Corporation, 1989; Education in the middle grades, 1990). Central to middle grades education are the never ending issues endemic to the emerging adolescent and with which middle grade educators contend on a daily basis. Among this myriad of issues, in fact in the opinion of the researchers on of the major factors affecting middle grades teaching and learning, are the changing patterns of the family and the effects these changing patterns have on the emerging adolescent's performance in school. Gough (1991, p. 339) points to this by stating, "Sixty percent of today's students live in families in which the lone parent or both parents work outside the home. An increasing proportion of parents do not share the same cultural background as the teachers who deal daily with their youngsters."

Related to this is the controversy surrounding whose culture and what content to teach (see, for example, Whose culture, 1991/1992; Lamy, 1990; O'Neil, 1989, January; Manning, 1989). Additionally, increased student mobility during the academic year (Lash & Krikpatrick, 1990) and feelings of alienation among minority parents and students as a result of perceived unconcern and disinterest by public schools (Calabrese, 1990) creates further complications for classroom teachers and school administrators and may tend to exacerbate an already complex issue. As Gill (1989, p. 21) claims, "By the year 2000, when minority students are expected to make up 33 percent of the school-age population, the minority teaching force

is expected to be 5 percent."

Emerging adolescence, being a time of exploration and change, and a time when youngsters are beginning to declare their independence and test authority figures in their lives (e.g., parents, teachers, principals, older siblings) is also the time when future values and attitudes are being formed and shaped. Further, it is a time when youngsters have a peer-group consciousness and, as a result, often look to peers for guidance and direction (Muth & Alverman, 1992; Kagan & Coles, 1972). Joined with this is the fact that emerging adolescents are curious about themselves, the world, and how they fit into the world. At this stage the development of a mind set that is receptive of and understanding of cultural differences within the community, and in the global society as well, is critical (Cogan, 1989; Manning, 1989). Knowing this, it seems imperative that middle and junior high schools foster and nurture such a mind set in order to develop a perspective of a family (or a community) as being a part of a global unit rather than perhaps being a discrete entity separate from that global unit or "family".

The nature of middle or junior high schools lends itself perfectly to promoting a sense of community in school and among students (Muth & Alverman, 1992). It is necessary, in the reservation of the researchers, for administrators, teachers, and parents to build a school "family" that is supportive and accepting of all cultures and family conditions. Emerging adolescents need many people and places where they can feel comfortable, and will help them to work through the many changes in their lives, which are often aggravated by the

changing demographics of their family situations and the perceived attitudes of teachers and administrators about those situations.

During the middle grades' years, emerging adolescents become more and more sensitized to their families as well as the families of others. They question whether or not their family is like someone else's (e.g., a friend's) family. They often question their role in the family and their family's role in the community. Further, emerging adolescents often have many concerns and fears. They display, for example, concerns about the uncertainty of the future and how they fit into that future. This happens especially as they expect more and more of a role in the decision-making process controlling their lives, expect more independence, and continue to test authority figures (Muth & Alverman, 1992).

Changing family patterns and the role of the emerging adolescent in those changing patterns, resulting from single-parent families, mobile families, two-parents-working families, and increasing cultural diversity bring unique opportunities and problems to middle and junior high schools. Additionally, these opportunities and problems become even more complicated when coupled with the constant maturational changes being experienced by the emerging adolescent.

The researchers believe that the issues faced by middle and/or junior high school teachers as a result of changing family patters is a concern of middle grades' educators which needs to be addressed. The researchers have surveyed middle and junior high school teachers to

determine their attitudes about changing demographics of their pupils, knowledge of cultural differences, and processes used to foster an understanding of cultural differences and nurture a school "family". This paper presents the results of that survey.

Survey of Related Literature

To have schools that are comfortable for diverse populations, it is necessary to first have teachers that are comfortable working in these schools. As some researchers claim (e.g., Sleeter, 1990), the continued "whitening of the teaching force" may make this task more difficult than it might otherwise be. Contreras and Lee (1990), in their research, find that middle school science teachers in a middle class, urban, middle school give differential treatment to enriched and regular classes. A case study of two teachers shows that one teacher treats minority students much differently than white students, especially if they are in the regular science class. Similarly, in a study of student mobility, Lash and Krikpatrick (1990) find that families move often both between and within school districts, and that this mobility is not confined to any particular time of the year. Teachers see this mobility as unpredictable and disruptive to their classes. The researchers suggest that teacher preparation programs need to prepare future teachers for working with such a mobile society.

Larke (1990) finds that preservice teachers "reflect much discomfort in working with children of different cultures and accepting differences such as language and relating to the parents of those children" (p. 28) even after taking a course in multicultural education and having

experiences in multicultural settings. Based on his research, Calabrese (1990) says that white school officials as well as those of other races covertly maintain discriminatory attitudes which reflect cultural biases against minorities. He suggests that as a result of such attitudes minority parents are treated as having a passive interest in the education of their children which may subsequently result in high minority dropout rates. Additionally, Towson (1985) claims that the use of cooperative learning strategies to cultivate and encourage positive interethnic relations may not necessarily produce such results, especially out of the school or classroom situations.

Additionally, there is research (e.g., Urso, 1990; Mungo, 1989) which discusses training teachers for workings in culturally diverse situations, and research (e.g., Education in the middle grades, 1990) which describes the condition of middle grades education in the United States. Several researchers (e.g., Larke, 1990; Calabrese, 1990; Contreras & Lee, 1990; Sleeter, 1990) recognize the need for more preparation at the preservice level for working with a population that is becoming more and more culturally diverse. No research, however, has been located which focusses at the knowledge of inservice teachers relative to culturally and familial diversity and the kinds of strategies used by teachers to nurture an understanding of such diversity. This research has been conducted to help fill that void.

Methods

Data were gathered from 221 middle and junior high school teachers in four states (Alabama, Georgia, Michigan, Pennsylvania) and in schools located in four socio-economic

categories (urban, urban/inner city, suburban, rural). The researchers, however, were unable to gather data in each state for each socio-economic category. The Alabama teachers came from urban (n=7) and rural (n=24) settings. The Georgia teachers came from urban (n=9), urban/inner city (n=28), suburban (n=16), and rural (n=64) settings. The Michigan teachers came from urban (n=15), urban/inner city (n=18), and suburban (n=31) settings. The Pennsylvania teachers (n=9) all came from a rural setting. The teachers decided the socio-economic setting of their school.

A twenty item, four-point, likert-type instrument was developed in order to obtain opinions from the junior high and middle school teachers. Also, three open-ended questions were asked to gain information about practices used in the classroom. Teachers were asked to respond to items about cultural and family diversity. For purposes of data analysis and tabulation, the instrument was divided into four subsets (Family As A Social Group, items 1-7; Global Family, items 8-9; Knowledge of Cultural Diversity, items 10-16; Fostering Cultural Awareness, items 17-20). Survey items were selected from a list of fifty. Each researcher selected items from the list for clarity and appropriateness to the purpose for the study. (A copy of the instrument is attached).

The instrument was mailed to principals of the participating schools, and completed by teachers in the schools. The researchers made arrangements with the schools; the school principals asked teachers in her/his building to complete the instrument (which took approximately twenty minutes); the school principals returned the completed instruments to

the researchers. The return rate in most instances was quite acceptable for research of this nature. The return rate was: Alabama (urban=35%; rural=80%); Georgia (urban=45%; urban/inner city=73.33%; suburban=70%; rural=75.6%); Michigan (urban=100%; urban/inner city=43.33%; suburban=68.9%); Pennsylvania (rural=34.62%).

Results and Discussion

The results are tabulated by subset and category. For data analysis purposes, responses are coded Strongly Agree = 4, Agree = 3, Disagree = 2, and Strongly Disagree = 1.

Tables 1-12 show the analysis of these data by mean score and standard deviation. A high mean score indicates that teachers agree to strongly agree with that item; a low mean score indicates that teachers disagree to strongly disagree with that item. The instrument does not give teachers the option of neither agreeing or disagreeing. The tables are grouped by subset followed by a brief discussion.

TABLE 1
Family As A Social Group
Urban and Urban/Inner City

Survey Items	Alabama		Georgia				Michigan			
	Urban n=7		Urban n=9		Urban/IC n=28		Urban n=15		Urban/IC n=18	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD

1. The family has a strong influence	3.57	1.13	3.78	.44	3.79	.499	3.47	.52	3.72	.46
2. Pupils from single-parent homes	3.00	.63	2.78	.67	3.11	.63	3.13	.52	2.94	.802
3. Peers have stronger influence	2.83	.75	2.44	.88	2.89	.86	2.67	.82	2.67	.97
4. Parents employed outside home	2.17	.98	2.22	.67	2.18	.91	2.79	.58	2.24	.75
5. Positive relationships with families	3.00	.58	3.56	.53	3.46	.51	3.53	.52	3.44	.78
6. Priority to develop positive relationships	3.00	.89	3.33	.50	3.29	.600	3.200	.41	3.12	.78
7. Important to develop a "family" climate	3.17	.75	3.13	.64	3.26	.59	3.27	.704	3.06	.94

TABLE 2
Family As a Social Group
Suburban

Survey Items	Georgia n=16		Michigan n=31	
	Mean	SD	Mean	SD
1. The family has strong influence	3.75	.45	3.77	.49
2. Pupils from single-parent homes	3.00	.39	3.00	.609
3. Peers have stronger influence	2.53	.64	2.56	.73
4. Parents employed outside home	2.14	.36	2.29	.609
5. Positive relations with families	3.50	.52	3.36	.55
6. Priority to develop positive relationships with families	3.40	.51	3.03	.605
7. Important to develop family climate	3.25	.68	3.18	.61

TABLE 3
Family as a Social Group
Rural

Survey Items	Alabama n=24		Georgia n=64		Pennsylvania n=9	
	Mean	SD	Mean	SD	Mean	SD
1. The family has a strong influence	3.75	.44	3.72	.65	3.89	.33
2. Pupils from single-parent homes	3.22	.67	2.94	.69	3.33	.500
3. Pupils have stronger influence	2.63	.92	2.49	.74	2.44	.53
4. Parents employed outside home	2.44	.73	2.32	.76	2.67	.71
5. Positive relationships with families	3.33	.48	3.47	.503	3.33	.71
6. Priority to develop positive relationships with families	3.13	.54	3.16	.54	3.11	.78
7. Important to develop a "family" climate	3.04	.55	3.23	.56	3.33	.71

Tables 1, 2, and 3 reflect responses to survey items one (1) through seven (7) which focus at the family as a social group. Teachers in all four states and in all socio-economic categories consistently agree with each other relative to these seven items. For example, teachers (except for urban and rural Georgia) agree that the family (item 2) has a strong influence on the success pupils have in classes. Interestingly, teachers disagreed that peers (item 3) have a stronger influence than family on the success pupils have in classes; however, this connects logically from agreeing with item two (2). Except for urban and rural Georgia, teachers agree that pupils (item 2) from single-parent homes seem to have more problems in school than pupils from two-parent homes. Teachers disagreed that pupils (item 4) seem to have more problems in school if both parents are employed outside the home. The researchers did not expect this to be the case. The responses to items five (5) (developing

positive relations with families), six (6) (Making it a priority to develop positive relationships with families), and seven (7) (the importance of developing a "family" climate) are as expected. Teachers in each category from each state agree that positive relationships (item 5) with the families of the pupils are important and should be a priority (item 6). Also, teachers agree that it is important to develop (item 7) a "family" climate in their classrooms.

Table 4
Global Family
Urban and Urban/Inner City

Survey Items	Alabama		Georgia				Michigan			
	Urban n=7		Urban n=9		Urban/IC n=28		Urban n=15		Urban/IC n=18	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
8. Live in a global family	3.43	.54	2.75	.46	2.92	.55	3.29	.61	2.88	.72
9. Encourage perspective of global family	3.14	.38	2.78	.44	3.04	.54	3.47	.52	3.24	.44

Table 5
Global Family
Suburban

Survey Items	Georgia n=16		Michigan n=31	
	Mean	SD	Mean	SD
8. Live in global family	3.13	.48	3.100	.71
9. Encourage perspective of a global family	3.25	.45	3.200	.55

TABLE 6
Global Family
Rural

Survey Items	Alabama n=24		Georgia n=24		Pennsylvania n=9	
	Mean	SD	Mean	SD	Mean	SD
8. Live in a global family	3.04	.36	3.07	.58	2.89	.601
9. Encourage perspective of global family	2.96	.36	3.15	.48	3.11	.33

Tables 4, 5, and 6 display the results from survey items eight (8) and nine (9) which focus

at the issue of the United States as a part of a global family. Relative to item eight (8) (we live in a global family) teachers seem to agree that we do live in a global family. Although teachers from urban and urban/inner city Georgia, urban/inner city Michigan, and rural Pennsylvania may tend to disagree with this statement. Also, relative to item nine (9) (it is important for teachers to encourage people to have a perspective of a global family) teachers agree that fostering such a perspective is important. Teachers from urban Georgia and suburban Alabama, however, may tend to disagree with this statement.

TABLE 7
Knowledge of Cultural Diversity
Urban and Urban/Inner City

Survey Items	Alabama		Georgia				Michigan			
	Urban n=7		Urban n=9		Urban/IC n=28		Urban n=15		Urban/IC n=18	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
10. Cultural diversity of U.S.	2.57	.54	3.11	.601	2.79	.63	3.43	.51	3.00	.69
11. Understand cultural uniqueness	3.14	.38	2.89	.601	3.14	.65	3.29	.47	3.28	.67
12. Believe students understand	2.33	.52	2.00	.500	2.21	.69	2.00	.66	2.06	.73
13. Understand cultural uniqueness in classroom	3.00	.82	2.89	.601	2.96	.58	3.21	.43	3.19	.75
14. Believe students understand	2.17	.75	2.11	.33	2.25	.701	2.07	.62	2.22	.88
15. Teachers need to expand textbook information	3.14	.69	3.22	.67	3.21	.499	3.40	.63	3.56	.51
16. Include such information	2.86	.900	2.89	.601	2.96	.58	3.08	.67	3.00	.77

TABLE 8
Knowledge of Cultural Diversity
Suburban

Survey Items	Georgia n=16		Michigan n=31	
	Mean	SD	Mean	SD
10. Cultural diversity of U.S.	3.44	.63	3.19	.65
11. Understand cultural uniqueness	3.25	.58	3.19	.65
12. Believe students understand	2.00	.52	2.13	.51
13. Understand cultural uniqueness in classroom	3.13	.52	2.97	.67
14. Believe students understand	2.67	.62	2.21	.62
15. Teachers need to expand textbook information	3.13	.602	3.42	.56
16. Include such information	3.20	.68	2.97	.78

TABLE 9
Knowledge of Cultural Diversity
Rural

Survey Items	Alabama n=24		Georgia n=64		Pennsylvania n=9	
	Mean	SD	Mean	SD	Mean	SD
10. Cultural diversity of U.S.	2.83	.64	2.84	.70	3.22	.67
11. Understand cultural uniqueness	2.75	.44	3.14	.56	3.11	.78
12. Believes students understand	2.17	.57	2.14	.69	1.89	.601
13. Understand cultural uniqueness in classroom	2.88	.34	3.18	.53	3.00	.71
14. Believe students understand	2.29	.62	2.34	.700	2.20	.45
15. Teachers need to expand textbook information	2.96	.62	3.203	.59	3.44	.53
16. Include such information	2.61	.66	2.97	.62	3.00	.71

Tables 7, 8, and 9 present the findings from survey items ten (10) through sixteen (16) which focus at knowledge of cultural diversity both nationally and internationally. Responses to item ten (10) (the cultural diversity of the United States is one of its strengths) are mixed and somewhat unexpected. Six groups of teachers (urban and suburban Georgia and

Michigan, urban/inner city Michigan, rural Pennsylvania) agree with this statement; four (4) groups of teachers (urban Alabama, urban/inner city Georgia, rural Alabama and Georgia), on the other hand, disagree with this statement. All groups of teachers (except perhaps urban Georgia and rural Alabama) indicate that they understand (item 11) the cultural uniqueness of the various ethnic groups in the United States. Four of the groups (urban and urban/inner city Georgia, suburban Michigan, rural Alabama), however, indicate they may not understand the cultural uniqueness (item 13) of students represented in their classrooms. Six groups (urban Alabama, urban and urban/inner city Michigan, suburban and rural Georgia, and rural Pennsylvania), though, indicate they do understand the cultural uniqueness (item 13) of students in their classrooms. All teacher groups, however, seem to believe that students in their classroom do not understand the cultural uniqueness (item 12) of the United States as well as the cultural uniqueness (item 14) of pupils in the classrooms. Teachers (except perhaps for rural Alabama) agree that textbook information (item 15) on cultural diversity needs to be expanded. Teachers (except perhaps for urban and urban/inner city Michigan, suburban Georgia, rural Pennsylvania), however, seem to disagree that additional information (item 16) needs to be provided. Apparently, teachers are not satisfied with information found in textbooks, but may not necessarily provide additional information that will possibly enhance that found in the textbooks.

TABLE 10
Fostering Cultural Awareness
Urban and Inner City

Survey Items	Alabama Urban n=7		Georgia Urban n=9		Georgia Urban/IC n=28		Michigan Urban n=15		Michigan Urban/IC n=18	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
17. Community action projects	3.29	.49	3.13	.25	2.93	.39	3.15	.38	2.88	.806
18. Often use such projects	2.14	.69	2.50	.54	2.37	.49	2.46	.52	2.25	.68
19. Cooperative learning	3.14	.38	3.11	.33	3.18	.61	3.47	.52	3.35	.49
20. Often use cooperative learning	2.86	.38	2.78	.67	2.93	.604	3.33	.62	3.00	.79

TABLE 11
Fostering Cultural Awareness
Suburban

Survey Items	Georgia n=16		Michigan n=31	
	Mean	SD	Mean	SD
17. Community action projects	3.00	.37	3.300	.59
18. Often use such projects	2.43	.65	2.39	.75
19. Cooperative learning	3.06	.68	3.19	.54
20. Often use cooperative learning	3.00	.78	3.00	.64

TABLE 12
Fostering Cultural Awareness
Rural

Survey Items	Alabama n=24		Georgia n=64		Pennsylvania n=9	
	Mean	SD	Mean	SD	Mean	SD
17. Community action projects	3.00	.42	3.06	.56	3.33	.500
18. Often use such projects	2.14	.64	2.39	.69	2.67	.87
19. Cooperative learning	3.04	.36	3.23	.49	3.22	.44
20. Often use cooperative learning	3.00	.52	3.29	.66	3.11	.601

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Tables 10, 11, and 12 display the findings from survey items seventeen (17) through twenty (20) which focus at activities which may factor or nurture cultural awareness in middle grade youngsters. As the data shows, although teachers disagree that they often use community action projects with their classes (item 18), they agree (except perhaps for urban/inner city Georgia and urban/inner city Michigan that community action projects (item 17) are excellent ways of fostering cultural awareness. Teachers in all areas agree that cooperative learning activities (item 19) are excellent ways of fostering cultural diversity. Additionally, teachers agree (except for urban Alabama and urban and urban/inner city Georgia) that they often use cooperative learning activities (item 20) in the classroom.

Responses to items twenty-one (21), twenty-two (22), twenty-three (23) cluster in several areas. To item twenty-one (21) focussed at nurturing a sense of family, teachers typically responded that they foster a climate of acceptance, use cooperative learning strategies to problem solve, treat each youngster as individuals, get families and parents involved in school projects, encourage students to discuss their problems with the teacher, and, above all, listen to them. Responses to item twenty-two (22) focussed at encouraging a sense of community responsibility included recycling projects; neighborhood clean-up and environmental projects; food, toy, and clothing driver; reach out programs to the elderly and shut-ins; food baskets for the needy; and united way. Responses to item twenty-three (23) focussed at fostering an understanding of cultural awareness. Teachers listed approaches such as discussions of multiculturalism; singing music and listening to songs from around the world; reading trade books and poems; cultural displays and bulletin boards; invention time

lines and contributions to the arts, humanities, math, and science; role playing; guest speakers; films and videos; "travel" day where students select a culture and to school dressed in the traditional clothing of that culture; and foreign language programs. Additionally, teachers listed the more common events such as black history month, hispanic history month, and ethnic festivals

Conclusions and Recommendations

The researchers understand that any generalizations made or conclusions drawn from research of the nature presented here can be tentative at best. The researchers believe, however, that these data do offer an accurate, perspective of the complexion of middle grades education as it relates to issues of ethnic diversity and changing family situations. These data in some instances, however, appear not to be in agreement with current literature.

Conclusions include:

1. Families rather than pupils, have a strong influence on the success of pupils in classes.

2. Teachers disagree that pupils seem to have more problems in school if both parents are employed outside the home.

3. It is important to develop a family climate in the classroom and to maintain positive relationships with families of pupils.

4. Fostering the perspective of a global family is important.

5. Teachers indicate they understand the cultural uniqueness of ethnic groups in the United States. If one believes Sleeter (1990), among others (e.g., Larke, 1990; Carnegie & Lee, 1990) this may not be the case.

6. Teachers believe pupils do not understand the cultural uniqueness of the United States.

7. Information on cultural diversity found in textbooks needs to be expanded, but teachers may not always do so.

8. Community action projects are not used often.

9. Cooperative learning activities are used often. Some researchers (e.g. Towson, 1985), however, suggest that cooperative learning activities do little to alter the perceptions of others (e.g. minorities) in the groups.

10. Basically, traditional approaches are used to nurture a sense of family, encourage a sense of community responsibility, and foster an understanding of cultural awareness.

Recommendations include:

1. More experiences working with ethnically diverse populations at the preservice level.

2. Professional development programs for inservice teachers that increase understanding of ethnic diversity.

3. A consistent emphasis in community action projects. The data indicate that such projects were periodic (i.e., occurred at certain times of the year) rather than continuous.

4. A more extended emphasis on multicultural perspectiveness, the data indicate that these occur at certain times, e.g. ethnic festivals, ethnic food days, black history month.

5. More parental involvement in schools. From what the data show, this does not happen often, although teachers seem to consider it important.

6. Develop programs that attract minority candidates to teacher education programs.

This research indicates that middle grade teachers are sensitive to issues of cultural diversity and changing family patterns. Additionally, it is obvious that they care about their pupils' welfare beyond academic learning. Several teachers comment, for example, that they wanted their pupils to feel the classroom is their "home" well at school. It is apparent that the teachers surveyed work diligently at providing the best possible learning environment for

their pupils. It is important that these efforts are recognized and supported. In addition, it is important that school districts and professional educators provide opportunities for teachers to continuously broaden their knowledge base in the areas of cultural diversity and changing family patterns as the 21st century approaches.

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SURVEY OF EMERGING FAMILY PATTERNS IN JUNIOR HIGH/MIDDLE SCHOOLS

Background Information

Please complete the following as each applies to you.

I teach in a: Junior High School ____
Middle School ____

The area in which the school is located would be considered:

Urban ____
Urban/Inner City ____
Suburban ____
Rural/Small Community ____

The State in which I am currently teaching is _____.

I have _____ years of teaching experience.

I have been teaching in a junior high/middle school for _____ years.

The grade level(s) I teach is/are: _____.

The subject(s) I teach is/are: _____.

Please respond to the following items by circling SA, A, D, or SD.
SA = Strongly Agree; A = Agree; D = Disagree, SD = Strongly Disagree

1.	The family has a strong influence on the success pupils have in my classes.	SA	A	D	SD
2.	Pupils from single-parent homes seem to have more problems in junior high and middle schools than pupils with both parents in the home.	SA	A	D	SD
3.	Peers have a stronger influence than family on the success pupils have in my classes.	SA	A	D	SD
4.	Pupils from two-parent homes in which both parents are employed outside the home seem to have more problems in junior high and middle school than pupils from two-parent homes in which one parent is employed outside the home.	SA	A	D	SD
5.	It is important to develop positive relationships with families of pupils in junior high and middle schools.	SA	A	D	SD
6.	I make it a priority to develop positive relationships with the families of my pupils.	SA	A	D	SD
7.	I believe it is important to develop a "family" climate in my junior high/middle school classroom.	SA	A	D	SD

(Please continue on the reverse side.)

8.	We live in a global family.	SA	A	D	SD
9.	It is important for teachers in junior high and middle schools to encourage their pupils to have the perspective of a global family.	SA	A	D	SD
10.	The cultural diversity of the United States is one of its strengths.	SA	A	D	SD
11.	I understand the cultural uniqueness of the various ethnic groups represented in the United States, e.g., African-American, Asian-American, Hispanic-American, Native-American.	SA	A	D	SD
12.	I believe my students understand the cultural uniqueness of the various ethnic groups represented in the United States, e.g., African-American, Asian-American, Hispanic-American, Native-American.	SA	A	D	SD
13.	I understand the cultural uniqueness of the ethnic groups represented in my classroom, e.g., African-American, Asian-American, Hispanic-American, Native-American.	SA	A	D	SD
14.	I believe my students understand the cultural uniqueness of the ethnic groups represented in my classroom, e.g., African-American, Asian-American, Hispanic-American, Native-American.	SA	A	D	SD
15.	Teachers in junior high and middle schools need to expand information found in textbooks by including contributions made by various cultures.	SA	A	D	SD
16.	I include such information in my classes.	SA	A	D	SD
17.	Community action projects are an excellent way of fostering cultural awareness in junior high/middle school pupils.	SA	A	D	SD
18.	I often use such community action projects with my classes.	SA	A	D	SD
19.	Cooperative learning activities are an excellent way of fostering cultural awareness in junior high/middle school pupils.	SA	A	D	SD
20.	I often use cooperative learning activities in my classrooms.	SA	A	D	SD

21. Please indicate two (2) or three (3) ways you nurture a sense of "family" in your junior high/middle school pupils.

a. _____

b. _____

c. _____

22. Please indicate two (2) or three (3) ways you encourage a sense of community responsibility in your junior high/middle school pupils.

a. _____

b. _____

c. _____

23. Please indicate two (2) or three (3) ways you foster an understanding of cultural awareness and acceptance in your junior high/middle school pupils.

a. _____

b. _____

c. _____